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Collaborations Between Academic Libraries and Other Campus Departments: An Annotated Bibliography 2007 – 2017

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Introduction

For librarians today, reaching and meeting the needs of students and faculty can be both challenging and rewarding. Libraries face budget cuts, rapidly evolving and diverse technology, and a continued misconception of the image of the library and its purpose. However, librarians must persevere through these and other difficulties to provide useful resources and services and to ensure students and faculty know these tools are available. Different avenues for attaining this goal are available for research in the literature; however, the focus for this annotated bibliography is the avenue of collaboration. The Association of College & Research Libraries (2011) stated that “Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.” In the published literature, there are many examples of academic librarians collaborating with other departments of their colleges and universities. Academic librarians work together with other departments in initiatives and projects that involve helping students. The purpose of this annotated bibliography is to provide examples of academic librarians collaborating with other departments and student organizations in creating and sharing resources and services used to support students. This bibliography includes resources published from 2007 to 2017. Examples of departments working with libraries include writing centers, career services departments, teaching and learning centers, student services departments, and even collaborations with multiple departments at once or over time. This bibliography can be helpful to show the multitude of possibilities for collaboration and “outside the box” thinking concerning reaching students within the academic setting.

Writing Centers

Cooke, R., & Bledsoe, C. (2008). Writing centers and libraries: One-stop shopping for better term papers. *Reference Librarian*, 49(2), 119-27. doi: 10.1080/02763870802101310

Collaboration between the library and the writing center at the Florida Gulf Coast University began when the writing center was moved to the university's library building. Librarians and writing center staff observed each other's service desks and held meetings to identify common challenges and possible solutions to help with referral. Identified problems included: students not understanding the entirety of the writing process, not understanding the assignment, little time for assignment completion, students

needing to grow in how and what they learn, helping students understand acceptable sources, and knowing how to use those sources and cite them to prevent plagiarism. Solutions included helping the students write using research, personal views, and experiences and referring students to the proper department for help with writing techniques or research questions. Co-sponsored workshops addressed procrastination and time requirements, encouraged self-sufficiency, and helped students do the work of editing and learn how to edit through practice. Finally, they pointed out to the students when areas of their papers appeared to be incomplete, or pointed out resources on websites that helped to produce better sources and better understandings of plagiarism and how to avoid it.

Datig, I., & Herkner, L. (2014). Get ready for a long night: Collaborating with the writing center to combat student procrastination. *College & Research Libraries News*, 75(3), 128-31. doi: 10.5860/crln.75.3.9086

A librarian and a writing center coordinator at New York University Abu Dhabi (NYUAD) worked together to help students with their research and writing and to help them overcome procrastination. The librarian and writing center coordinator began collaborating in the fall 2012 semester. They decided to plan an event at NYUAD called “Long Night Against Procrastination.” The idea for the event came from another university, which had initiated a similar event in 2010. The first Long Night event of NYUAD took place in December 2012, and the second one was held in March 2013. Both Long Night events took place in the library and lasted several hours. During the events, students worked on a variety of assignments, and received help from librarians when requested. Librarians also taught students about citation management software, writing, and thesis statements. Students indicated that they were pleased with the help they had received. Also, the events generated an increase in support for the library from the university. The librarian and writing center coordinator concluded that they would continue and expand the Long Nights events.

Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship*, 37, 135-51. doi: 10.1108/S0065-2830(2013)0000037010

At Eastern Kentucky University (EKU), collaborations between the ECU writing center director and the dean of libraries began with discussions of moving the writing

center to the main library. The reason for relocating the writing center to the library was to combine the research services that the library provided and the writing services that the writing center provided. Having both services in one place would provide convenience for ECU students and would encourage students to seek help from the library and writing center. Therefore, the ECU Libraries, the Department of English, and different departments across campus worked together for several years on plans to create a new academic unit, which would offer research and writing services. In September 2010, a new academic unit was created in ECU's main library, and it was named the Noel Studio for Academic Creativity. The Noel Studio has conducted many research and writing consultations for ECU students. Student feedback regarding the Noel Studio was positive, with some students saying they feel "more confident in their communication and information gathering" after visiting the studio.

Greer, K., Swanberg, S., Hristova, M., Switzer, A.T., Daniel, D., & Perdue, S.W. (2012). Beyond the web tutorial: Development and implementation of an online, self-directed academic integrity course at Oakland University. *The Journal of Academic Librarianship*, 38(5), 251-58. doi: 10.1016/j.acalib.2012.06.010

Collaborative initiatives to help students avoid plagiarism occurred at Oakland University (OU) in Rochester, Michigan. In 2006, a librarian and the OU writing center director worked together in creating an online tutorial. The tutorial, accessible on a web site, defined plagiarism and included information about citing sources and other information to help students avoid plagiarizing. However, it was determined that the online tutorial became ineffective at preventing student plagiarism at OU. Therefore, a group, which included the writing center director and several librarians, began developing an online course in 2011 that would teach plagiarism prevention skills. The course was titled "Using and Citing Sources." In January 2012, OU students began taking the online course, accessible in the OU learning management system. The course covered the topics relevant to plagiarism prevention, such as how to use sources, paraphrasing, and citing sources according to various citation styles. The course had a high level of usage and success, with over 1,600 students having successfully completed the course at the end of the fourth month. Those who had developed the course indicated that it would continue to be available to students.

Meyer, E., Forbes, C., & Bowers, J. (2010). The research center: Creating an environment for interactive research consultations. *Reference Services Review*, 38(1), 57-70. doi: 10.1108/00907321011020725

Collaboration between the Writing Center and the Penrose Library at the University of Denver started with the creation of a new Research Center. The Writing Center, located in the library, was able to show the usefulness of consultation and the need for greater connection between writing and research services. Trained graduate students

worked in the newly created Research Center. Reference librarians were available for scheduled one-on-one hour-long consultations for more in-depth questions and were available for walk-in one-on-one consultations. The configuration of the Research Center helped to promote a more in-depth consultation for the students with limited interruption and encouraged references. Evaluation of the new Research Center in the first year showed a high number of hour-long consultations with an average of 28 consultations per week. In addition, the Writing Center Coordinator and the Research Center coordinator jointly presented to classes and student orientations to promote student services. Those involved stated that further work would be needed to help address the issues of understanding the proper time to refer a question and insuring enough support is available to distance learners. The format used for the Research Center is one that would be useful for small and large libraries alike. More study must occur to better utilize this format.

Montgomery, S.E., & Robertshaw, S.D. (2015). From co-location to collaboration: Working together to improve student learning. *Behavioral & Social Sciences Librarian*, 34(2), 55-69. doi:10.1080/01639269.2015.1047728

Collaborations between a librarian and the coordinator of the Tutoring and Writing Center (TWC) occurred at Rollins College in Winter Park, Florida. After the TWC moved into the library building in January 2013, the librarian and TWC coordinator began discussing reasons why they should work together, such as sharing the goal of helping students succeed. They conducted a research project to learn more about students' research and writing. The project focused specifically on second year students at Rollins College. The librarian and the TWC coordinator interviewed the students to gather information from them. They asked students questions about their work on past research paper assignments, such as "Where did you start your research for this assignment?" and "Did you ask anyone for help during your work on this assignment?" The interviewed students indicated that they had used the services of the TWC during their research and writing. The students also indicated that they had used the library and some of its resources. Unfortunately, the students had also indicated that they did not seek the assistance of librarians often. The librarian and the TWC coordinator concluded that improvements were necessary in the areas of helping students and working with the TWC.

Palomino, N.E., & Gouveia, P.F. (2011). Righting the academic paper: A collaboration between library services and the writing centre in a Canadian academic setting. *New Library World*, 112(3/4), 131-40. doi: 10.1108/03074801111117032

The University of Guelph-Humber is a partnership between the University of Guelph and Humber College in Ontario, Canada. Their Learning Commons helps provide a joint space for study and for traditional learning services. Statistics over a two-year period showed a marked decline in the use of the Library Reference Help service, meant to help answer reference questions. Only 21.12% of the total

questions asked were reference questions. This prompted collaboration and experimentation for a more useful reference experience. Through collaborative discussion, the focus soon became about the writing habits and patterns of students. Students often came to the center having done little to no research or with poor quality research. The writing center tried to help the students conduct more research with more fact-filled information. However, inexperience and lack of training revealed an area useful for a reference librarian to provide instruction. Through trial and error, the pilot project became a peer support service called the Research Support Peers (RSP) team. The RSP team was a group of undergraduate students with developed research skills. During the pilot program, the questions posed to the reference librarian were 91% reference questions. This was possible by allowing the RSPs to handle directional and basic reference questions and to refer students to a reference librarian whenever they received more in-depth questions. The writing center staff and librarians stated that they would continue to collaborate and research ways to help students.

Career Services

Dugan, M., Bergstrom, G., & Doan, T. (2009). Campus career collaboration: "Do the research. Land the job." *College & Undergraduate Libraries*, 16(2/3), 122-37. doi: 10.1080/10691310902958517

Purdue University's Management and Economics Library, Center for Career Opportunities, Graduate Career Services, and Undergraduate Career Services all worked together to create a Career Wiki that would meet the needs of these departments while helping to combine resources and previously duplicated services or tools. Confluence was the intranet chosen for use to create the Career Wiki and to set the diverse parameters required by the different departments. Several details considered during the planning phase were the capabilities of the intranet, the usefulness for each department, and the need for a physical demonstration of the intranet and the subsequent Career Wiki. Cooperation and pooling of resources helped to save financially and to make purchases affordable for the departments. As of 2009, the Career Wiki was too new to compile enough statistical information for true assessment of its usefulness. However, there was an increase in awareness of library resources, a greater communication between departments, and library staff members were seen as innovators. The Career Wiki was presented at the National Association of Career Educators (NACE) 2009 annual conference where it was nominated for the NACE/Chevron Award.

Joranson, K., & Wider, E. (2009). Librarians on the case: Helping students prepare for job interviews in an uncertain economy. *College & Research Libraries News*, 70(7), 404-07. doi: 10.5860/crln.70.7.8219

The University of Pittsburgh Business Library collaborated with the Career Services staff at the Katz Graduate School of Business. This collaboration began with a meeting

between the director of career services and the business library staff. The director had a desire to learn about library outreach efforts and techniques used by library staff in teaching company and industry research classes. The Career Services staff contributed insights into different needs and goals of the students previously unfamiliar to the library staff. The collaboration encouraged better preparation in research strategies, collection development, and drop-in workshops and highlighted the relevance of research skills in the workplace and of information literacy in general. The initial workshop created through the collaboration efforts encompassed four areas of study: quiz questions, big-picture questions, "why" questions, and questions for the employer. The students were introduced to the public library's resources with the hopes that the public library would become a lifelong resource for the students; especially for those concerned about accessing databases as alumni. There was an attempt to track students' success in on-campus interviews after attending this workshop, but the difficulty lied in the different factors that affected an interview beyond the scope of the workshop's material. The collaboration encouraged increased referrals between the offices and increased discussion of greater future involvement in each departments' programs.

Pun, R., & Kubo, H. (2017). Beyond career collection development: Academic libraries collaborating with career center for student success. *Public Services Quarterly*, 13(2), 134-38. doi: 10.1080/15228959.2017.1300558

In the spring 2016 semester, a partnership between the library and the career center at California State University – Fresno began when librarians reached out to the director of the career center. The librarians talked with the career center director about ways to develop students' career research skills. Soon afterward, the librarians attended a meeting with career center staff. In the meeting, librarians talked about databases that could be helpful to students needing information about particular businesses and discussed resources that could help students in the area of professional growth. The librarians and career center staff also discussed working together in providing workshops and career clinics for students. In the workshops, they taught students how to find company information, informed them about industry trends, and taught them how to use business-related databases. The library and career center also worked together in providing students with a career research clinic, where students could receive help with their resumes, cover letters, and curricula vitae, and receive counseling in careers. The workshops and clinic were successful and were attended by many students. The librarians and the career center director stated that the library and career center would continue working together.

Tyrer, G., Ives, J., & Corke, C. (2013). Employability skills, the student path, and the role of the academic library and partners. *New Review of Academic Librarianship*, 19(2), 178-89. doi: 10.1080/13614533.2013.787538

At Liverpool John Moores University (LJMU) in Liverpool, England, the university libraries collaborated with the career services department. The official name of the career services department is the World of Work Careers Centre (WOWCC). The WOWCC helps students develop various skills that are necessary for their future employability, such as verbal and written communication skills. The WOWCC's former location was in a building separate from the university's libraries. However, discussions about moving the WOWCC into the buildings of LJMU's libraries began in the 1990s. Reasons for relocating included student convenience and making better use of library space. Since relocating, the WOWCC has been providing career consultation services to students in three libraries of LJMU. In addition to providing a place for the WOWCC, librarians also taught information literacy skills to some students who had received help from the WOWCC. The authors concluded that the collaboration between the libraries and the WOWCC resulted in various benefits, such as good working relations between the two departments. The authors also reported very positive student feedback, which included "a 100% satisfaction rate" regarding the career services help the students received and the locations of the career services.

Teaching and Learning Centers

Bolan, J., Bellamy, P., Rolheiser, C., Szurmak, J., & Vine, R. (2015). Realizing partnership potential: A report on a formal collaboration between a teaching and learning centre and libraries at the University of Toronto. *Collected Essays on Learning and Teaching*, 8, 191-200. Retrieved from <http://www.eric.ed.gov/contentdelivery/Servlet/ERICServlet?accno=EJ1069725>

At the University of Toronto, the Centre for Teaching Support & Innovation (CTSI) collaborated with the university's libraries. In 2010, the director of the CTSI began communicating with the main librarians of the three university campuses. They discussed the idea of enhancing the instruction provided by instructional librarians. Afterward, the Partnering for Student Success (PASS) program was established. The librarians and CTSI director created a vision statement and goals for PASS, which focused on issues such as "supporting instructor pedagogical development." The librarians who participated in PASS attended meetings in the CTSI, where they were taught about learning strategies and other topics. After the training meetings, the librarians provided library instruction in various CTSI-sponsored events, such as the university's Teaching and Learning Symposium, the New Faculty Orientation, and the Back-to-School week. Another project in which librarians provided library instruction was the CTSI's Fundamentals of University Teaching course, an eight-week long course taught to students. The CTSI and the university libraries evaluated the PASS program by using surveys, focus groups, and reflections. Some of the evaluation comments indicated that the collaborations between the university librarians and the CTSI were positive experiences.

Murphy, J.A. (2016). Enhancing the student experience: A case study of a library peer mentor program. *College & Undergraduate Libraries*, 23(2), 151-67. doi: 10.1080/10691316.2014.963777

At the University of Saskatchewan, the library collaborated with the University Learning Centre to establish a library peer-mentoring program, which was a part of the learning center's Peer Assisted Learning (PAL) program. The purpose of the PAL program was to improve student learning by helping students with studying, writing, and other needs. The library joined the PAL program to help students with library research. In the spring 2010 semester, library staff began developing the library's peer mentoring program. However, library staff decided that the peers who would help students should be students. Therefore, training sessions were provided for students interested in being peers. In the first year, the library peer mentoring initiatives experienced limited success. The peer mentors provided suggestions for improving the library's peer mentoring efforts, such as being more proactive. Library staff made suggested improvements prior to the second year of the library's peer mentoring program. The second year of the library's program was more successful with more students attending. Peer mentors of the library taught library research skills to students, such as using databases to find articles and evaluating articles. There was positive feedback from peers regarding the library's peer mentoring activities, such as improved library research skills.

Peterson, C.C., & Budinsky, M.I. (2015). Successful collaboration between learning partners: The small campus experience. *College & Research Libraries News*, 76(4), 206-09. doi: 10.5860/crln.76.4.9296

At Penn State-Fayette, the Eberly Campus in Pennsylvania, a librarian and the coordinator of the learning center began discussing the idea of working together to help students. They discussed combining research services provided by the library and writing services provided by the learning center. In the fall 2013 semester, the librarian and the learning center coordinator began providing sessions to various classes of students. They continued co-teaching students throughout the spring 2014 semester. In each session, the librarian taught students how to search databases to find resources and familiarized them with library services. The learning center coordinator helped the students use their selected resources to create papers, helped them cite their sources, and helped them with other writing needs. The librarian and learning center coordinator taught these skills to ten courses, which included a total of 194 students. They had concluded that they would continue working together and would implement some changes, such as marketing their combined services and identifying courses which would benefit the most from the library's and learning center's collaborative instruction sessions.

Pun, R. (2016). The library and the academic resource center: Building and supporting programs, services and resources collaboratively at a new university. *Digital Library Perspectives*, 32(1), 31-40. doi: 10.1108/DLP-07-2015-0008

At New York University-Shanghai in China, there is an academic department called the Academic Resource Center (ARC). The global academic fellows (GAFs) staff the ARC and provide students with tutoring in various subject areas and help with writing. In 2013, librarians and GAFs from the ARC began working together towards initiatives to help students including a collaborative write-in program, having reference services in the ARC, and a collaborative first-year library instruction program. During the write-in program, the GAFs helped students with their writing and librarians provided reference assistance to students. When reference services were available in the ARC, a reference librarian was physically present in the ARC and provided reference services to students. In the first-year library instruction program, GAFs and librarians co-taught students during workshops. The GAFs talked to the students about research, students' work, and other topics while the librarians talked to the students about various research issues, such as the difference between a scholarly article and a popular magazine article. The librarians indicated that they would continue working with the ARC in the future.

Student Services

Arzola, R. (2016). Collaboration between the library and office of student disability services. *Digital Library Perspectives*, 32(2), 117-26. doi: 10.1108/DLP-09-2015-0016

The library and the Office of Student Disability Services (OSDS) at Lehman College in New York collaborated to discuss access to resources for college students who have disabilities. The two groups decided to host an assembly meeting for students, which was in February 2015. At the meeting, students mentioned apps and other technologies, as well as an inability to access some resources. For example, it was mentioned that students who use screen readers or text-to-speech programs could not access image PDFs. The library and the OSDS collaborated again at an accessibility conference in May 2015. Various technological tools, such as optical character recognition and text-to-speech readers, were discussed at the conference. Through the collaborations, librarians and staff of the OSDS learned more about student needs and found out about accessibility problems that students had been experiencing. In response, the two groups made commitments to improve accessibility to resources for students with disabilities. Both groups concluded that the collaborations were beneficial and helped lead to a better understanding of the needs of disabled students at Lehman College.

Crowe, K.M. (2010). Student affairs connection: Promoting the library through co-curricular activities. *Collaborative Librarianship*, 2(3), 154-58. Retrieved from <https://digitalcc.coloradocollege.edu/islandora/object/coccc%3A9982>

The University of North Carolina at Greensboro has a Student Affairs Connection (SAC) program involving the

university library and student affairs division collaborating to provide resources and services in events hosted by these departments. The program was built upon established programs and services to help strengthen the collaboration efforts and to encourage participation. The SAC included a liaison program and a Student Libraries Advisory Council to provide feedback for programs and services, activities fairs, and special events. The liaison program provided an opportunity for marketing of library resources to the students, helped communication between the library and departments, and gave an opening for a greater understanding of students' needs. Librarians were better able to determine the effectiveness of current brochures, marketing strategies, and services. This collaboration helped the library make changes to encourage a more user-friendly environment. Librarians also collaborated concerning attendance and participation at activity fairs. Having a presence at these fairs created an opportunity to offer tours, handout brochures or bookmarks, and interact with new and prospective students and their parents. The library coordinated special events and hosted events to draw students into the library including a Game Night and a Trick-or-Treat event. The efforts undertaken greatly affected the use of the library and its resources by the students as shown in considerable increases in gate count and other statistics.

Cummings, L.U. (2007). Bursting out of the box: Outreach to the millennial generation through student services programs. *Reference Services Review*, 35(2), 285-95. doi: 10.1108/00907320710749191

At Washington State University (WSU), librarians realized that there was a need to go beyond the "traditional" roles of librarians and a need to reach out to other departments or service areas to meet the students. WSU Libraries began to reach out in efforts of collaboration with different departments on campus including opportunities to work with Student Services Programs. Changes in perception and research approach brought in by students of the Millennial generation sparked the desire for greater marketing and availability of library services across the campus. Examples of the outreach and marketing activities included creating web tutorials, using other emerging technologies, working with Residence Life and Greek chapters with research presentations, creating door hangers with library website data for research and study for personal rooms, participating in New Student Programs, providing Parent brochures and tours, sponsoring an athlete of the month, and more. The details given for the different programs helped to promote new ideas and avenues of outreach previously overlooked or underutilized. Collaboration with the departments was possible through email, phone calls, in-person meetings, and the direct creation of programs with faculty and staff that could pass the information on to new hires when necessary. Student Services Programs can be great avenues for marketing and outreach to students, parents, faculty, and staff.

Engle, L. S. (2011). Hitching your wagon to the right star: A case study in collaboration. *College & Undergraduate Libraries*, 18(2/3), 249-260. doi: 10.1080/10691316.2011.577682

The Texas A&M University Library desired to team up with an existing program that would be the most economical and provide the greatest opportunity for reaching students. In considering this goal, the library found the best collaborative opportunity with the staff hosting Texas A&M's new student orientation program "Fish Camp". The librarians decided to follow several steps for having a better collaborative experience when collaborating with the program. Steps included writing a very clear statement of purpose, defining the audience/recipients of the collaboration efforts, and understanding the options available for collaboration. Other steps included researching the programs, contacting the appropriate individuals for approaching the collaboration, listening to their concerns/goals/needs, being appropriate and timely in responses, delivering on commitments, debriefing after the completion of the events to gain understanding, and thanking the members involved in the collaboration. Putting these steps into action, the librarians gave presentations, provided resource guide packets to the Fish Camp counselors, and prepared flyers for the students attending Fish Camp. The librarians reflected on the successes and challenges of their involvement and indicated they would continue participating in and improving upon the program.

Hall, S.A. (2012). Embedded literacy programs within a first-year service learning course: Opportunities for library outreach and instruction. *Codex: The Journal of the Louisiana Chapter of the ACRL*, 1(4), 27-36. Retrieved from journal.acrla.org/index.php/codex/article/view/48

A librarian at Mississippi State University collaborated with the university's Student Affairs division and got involved in the division's service learning program. The program was a course called the Day One Leadership Program. In this course, first year students were given opportunities to help their community in various ways through volunteer service. Some of the opportunities included providing help in food pantries and public schools. The librarian who got involved in the program became a faculty mentor to student volunteer groups in the program. The librarian led her student volunteers in projects that involved providing service at the Starkville/Oktibbeha County Public Library. One group of student volunteers helped the public library with a reading event, a scavenger hunt event, library bulletin boards, shelving, and other needs. Another group of student volunteers worked with the librarian in helping the public library in a collection development project. The project involved searching for multicultural children's books. Both groups of student volunteers indicated that they had benefited from helping the local public library.

Henrich, K.J. (2013). Leveraging strategic institutional partnerships: Creating a phased learning commons at the University of Idaho Library. *Collaborative Librarianship*, 5(4), 528-34. Retrieved from digitalcommons.du.edu/collaborativelibrarianship/vol5/iss4/2/

At the University of Idaho, the library and the Tutoring and Academic Assistance Program (TAAP) collaborated to create a new TAAP location in the library. TAAP, described as "a division of Student Affairs within the Dean of Students Office," was limited in physical space in its previous location. The smaller space caused limits in the number of students who could attend sessions provided by TAAP. In response, staff from the library and TAAP began working together and planned the relocation of TAAP and its tutoring services to the library. In the fall 2011 semester, TAAP started providing tutoring services in its new location. Students could receive tutoring in a variety of subjects, such as art or engineering. To receive tutoring, students could simply show up in the library and request tutoring in their subjects. The tutoring services continued into the spring 2012 semester. In the 2011 – 12 academic year, the number of patrons had increased in the library from the previous year, which indicated that the tutoring sessions helped increase the number of patrons in the library. TAAP was a success in the library and the collaborations between the library and TAAP helped it become a reality.

Swartz, P.S., Carlisle, B.A., & Uyeki, E.C. (2007). Libraries and student affairs: Partners for student success. *Reference Services Review*, 35(1), 109-22. doi: 10.1108/00907320710729409

The University of California, Los Angeles (UCLA) College Library and the Office of the Dean of Students recognized the possibility for collaboration to combine resources to help the students concerning academic integrity and the ethical, institutional, and legal issues surrounding information access. Two resources created include the online tutorial *Carlos and Eddie's Guide to Bruin Success with Less Stress* and the workshop *Citations 101*. The tutorial explained copyright, intellectual property, file sharing, legal and institutional issues, citations, time management, academic integrity, and more. The workshop gave instruction about summarizing, paraphrasing, quoting, and citing the sources in MLA and APA. Student feedback helped to modify the resources for better understanding and use. Those who collaborated recognized that it was helpful to secure support from administrators who had the authority to commit departmental time and resources to a project. They also knew that good collaborations required being proactive, identifying and working toward shared goals, being flexible, stating goals, and molding projects into ventures both departments could support. Finally, they acknowledged that it was important to respect each other, understand personal and departmental limitations, communicate clearly, plan for the use of time, resources,

and money, and continue discussions of problems, solutions, and changes.

Multiple Departments

Beahan, M.J., Graveline, L.K., & Taxman, J.R. (2009). Uncommon partners: Facilitating creative collaborations in the arts across campus. *College & Undergraduate Libraries*, 16(2/3), 194-210. doi: 10.1080/10691310903007918

At Dartmouth College, a desire to bring more art into the library and out of the museums led to collaboration between the art college and the library. A history of art being in the library helped to encourage further participation. Murals painted in the 1930s helped to give a backdrop for the Reserve Book Room in the library. As the first commissioned works of art, the murals were incorporated into the curriculum as well. This display and interaction with art continued throughout the library and Berry-Baker Complex and included participation of visiting artists and students in creating art within the library. The students expressed a desire for the murals on the walls after noticing a lack of color and feeling of comfort when the walls were empty. The library also offered a Books Arts Program, which taught students how to letterpress print and hand bind books. The library was also open to other expressions of art through performance and music. As a result, there was a desire for the library to continue collaboration efforts with other university departments to help reach the students.

Eads, D., Freeman, R., & Freeman, V. (2015). Cross collaborations: Librarians stepping out of the box to serve students. *Collaborative Librarianship*, 7(3), 109-19. Retrieved from digitalcommons.du.edu/collaborativelibrarianship/vol7/iss3/5/

At the University of North Carolina (UNC) at Charlotte, the library collaborated with multiple campus units which included the university's Dean of Students Office, the career services department, and the undergraduate and graduate admissions offices. The Dean of Students Office and a special collections librarian worked together in a freshman orientation course offered by the Dean of Students Office. The librarian provided the students with information about services and resources available in the special collections area of the library. The UNC career services department and the university's library worked together to increase the availability of information about careers in librarianship to students. The library collaborated with the admissions offices by providing information about the library to prospective students during the admissions offices' Open House and Family Weekend events. The collaborations between the library and the other campus units were helpful to the library and everyone else involved.

Fox, R., Carpenter, C., & Doshi, A. (2011). Cool collaborations: Designing a better library experience. *College & Undergraduate Libraries*, 18(2/3), 213-227. doi: 10.1080/10691316.2011.577699

The Georgia Institute of Technology Library partnered with the Center for Assistive Technology and Environmental Access to create an accessible aquarium designed for the visually impaired and accessible to all. LCD screens were installed to create an interactive aquarium with unique sounds for each image to help visually impaired students interact. Another collaboration opportunity came through the Office of Undergraduate Studies involving the desire to share the research conducted between students and faculty for projects. It was determined that virtual poster sessions would work using LCD monitors preloaded with the presentations. Further collaboration opportunities included a successful event that occurred one evening during the week before final exams and was known as "StressBuzzters." The library, Counseling Center, Campus Recreation Center, and the Health Promotions Office worked together to provide research services, advice on stress management and test anxiety, free chair massages, and free stress balls and other items. Collaboration between the User Engagement Librarian and East Commons Coordinator engaged with students to create a "research library rock n' roll radio show". This show interviewed librarians, staff, students, and faculty and provided related music. Finally, the College of Architecture Library worked with the architecture program to create a course allowing students to design and build a display wall in the library that was used to display various artistic media. These collaborations were successful and more considerations are underway.

Love, E., and Edwards, M.B. (2009). Forging inroads between libraries and academic, multicultural and student services. *Reference Services Review*, 37(1), 20-29. doi: 10.1108/00907320910934968

Many collaborations occurred between the University of Illinois Undergraduate Library and campus departments including the Division of General Studies Academic Advising, Campus Information Technologies and Educational Services, McKinley Health Center, Writing Center, Career Center, Office of Minority Student Affairs, Office of International Students and Scholars, Study Abroad, Office of Equal Opportunity and Access, and more. Understanding the approach to cultivate relationships for successful and continued collaboration was necessary. The important first step involved the initial contact through email, phone, or in-person between the librarian and the prospective departments. This initial contact required the librarian to be prepared with facts concerning the departments and their activities, websites, available services, priorities, etc. Identifying the best people to contact and finding out about the past partnerships the organizations or departments had been a part of helped prepare for initial contact. Greater access and availability of student services, more opportunities for development of

information literacy, and greater exposure of the library were all favorable reasons for incorporating other programs into the library at set times and set locations. Collaborating outside of the library allowed for greater exposure and provided library resources to individuals with difficult schedules. Sustaining the relationship between the library and other departments required continued communication, participation in each other's events, following through with promises, and recognizing when it was time for new partnerships to form.

Smith, C., & Kayongo, J. (2011). Senior thesis camp: Partnerships in practice at the University of Notre Dame. *Journal of Academic Librarianship*, 37(5), 437-42. doi: 10.1016/j.acalib.2011.06.008

The University of Notre Dame Library worked specifically with the College of Arts and Letters and its senior students (due to availability and focus of the project) to create a Thesis Camp. Students agreeing to participate in the Thesis Camp program needed to provide name and email information, thesis advisor information, thesis focus or research interest, and share what kind of library research experience they have had. This information helped to prepare the librarians and others in preparing for the camp. Surveys were also given to thesis advisors to gain more insight into the progress of the students and the troubles they encountered and to understand the expectations of the advisers concerning the camp. Helpful information was obtained despite the small number of survey participants. The Director of the Writing Center, the Center for Undergraduate Scholarly Engagement, and subject librarians all participated in providing lectures, workshops, and one-on-one help for the students. At the end of the camp, feedback was sought for assessment through presentations of the work accomplished during the project, through a questionnaire, and through open questions. Overall, the Thesis Camp appeared to have been a success and further changes were suggested to improve upon the camp in the future.

Discussion

The collaborations detailed in this article cover many types of universities, departments, services, and goals. Despite the diversity and the span of years included, the partnerships faced similar challenges, recognized similar positive outcomes, and described similar steps to take to encourage a healthy and useful collaboration. Several articles shared the lessons learned throughout the collaborative experience and the suggested changes for smoother future outcomes.

The challenges included different values or goals, lack of communication, underestimated commitments, lack of respect, loss of vital personnel, unsustainable programs, conflicting schedules, no marketing, no assessment, time

constraints, and more. Despite these challenges, the partners were often able to complete the intended program or outreach. They recognized the positive outcomes, which included high traffic numbers, diverse connections, real world student experience, cross-training, greater visibility, increased referrals, institutional support, well attended programs, and much more.

Many steps were identified before, during, and/or after collaboration as being important to the process of collaboration. Libraries noted the importance of researching potential partners, goals of the departments, and habits of the students or target audience to be reached. This preparation work helps the library to approach departments with similar interests and to have plans for outreach that will be engaging to students. Gaining support from upper administration helps with more long-term success. Communication is a crucial factor and must be consistent. However, this is only helpful if all partners respect each other and participate as equally as possible in all areas of the project collaboration. It is important to know the amount of time, finances, personnel, space, and resources that can be committed. Do not overcommit. Be flexible in your plans and throughout the process and activities. Too much rigidity can offend and constrict other partners. Be sure to market your project and continue to market while the project is taking place if the target audience is still able to take part. Finally, assessment is a necessary part of the process. Assessment will help point out useful and detrimental areas of the project and other areas that, if changed, would help to improve the project immensely for future endeavors. Each of these, and more, are useful steps to help avoid some challenges and better prepare for others in the collaboration process.

Conclusion

In conclusion, college and university libraries can work together with other departments and centers of their institutions for the benefit of students. Academic libraries can collaborate with writing centers, career services departments, and several other departments in their efforts to reach their goals. Knowing the opportunities through collaboration and learning from those who have shared the difficulties and triumphs of the process can save a lot of time, effort, and unnecessary struggle for an academic library trying to branch out. Readers can use the many examples in this article to help their libraries pave paths toward outreach and collaboration. Whatever department an academic library collaborates with, following the steps needed to help the collaboration be useful for all parties involved is to be encouraged and should be the desire for every librarian. Although working together with other departments can be time consuming and require much energy, positive student outcomes will make it worth the time and effort.

Reference

Association of College and Research Libraries. (2011). *Standards for libraries in higher education*. Retrieved from <http://www.ala.org/acrl/standards/standardslibraries>